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ABSTRACT

This manual presents the trainee's workbook and the trainer's guidelines for the sixth of six modules in a teacher inservice series developed to promote the unified effort of both regular and special education personnel in understanding and applying nationally recognized practices to implement fully inclusive education for students with diverse learning abilities and disabilities. Module 6 is on service improvement planning in implementing inclusive schools. The trainee workbook is in the form of 12 transparency masters and 7 activities which provide information and practice on service improvement planning objectives, managing complex change, developing a mission statement, building a school profile, conducting a needs assessment analysis, developing an action plan for becoming an inclusive school, and outlining an inservice training plan. The manual for trainers offers specific objectives and suggested comments keyed to each of the transparencies, covering the topics of restructuring to accommodate change and meeting needs through inservice training. A pre/posttest is also included. (DB)

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An Instructional Series

Innovative Practices that Support Students with Diverse Learning Abilities in Neighborhood Schools

Building Inclusive Schools

MODULE 6 Service Improvement Planning

EC 304 565

University of Kansas
Schiefelbusch Institute
for Life Span Studies

Kansas University
Affiliated Program

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Module 6

Service Improvement Planning: Skills for Implementing Inclusive Schools

Trainee Workbook

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Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities

The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

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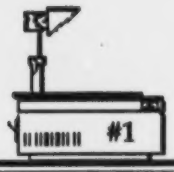


Service Improvement Planning Objectives

The trainee will...

determine the building restructuring needs of special and general education professionals, related service professionals, paraprofesionals, parents, and others.

identify methods of acquiring identified building needs.

use a systematic process for delivery of inservice training to general and special education, related service professionals, parents, and paraprofessionals.

Managing Complex Change

Vision	+ Skills	+ Incentives	+ Resources	+ Action Plan	=	CHANGE
	Skills	+ Incentives	+ Resources	+ Action Plan	=	CONFUSION
Vision	+	Incentives	+ Resources	+ Action Plan	=	ANXIETY
Vision	+ Skills	+	Resources	+ Action Plan	=	RESISTANCE
Vision	+ Skills	+ Incentives	+	Action Plan	=	FRUSTRATION
Vision	+ Skills	+ Incentives	+ Resources	+	=	TREADMILL

Source: Adapted from Knoster, T. (1991). Presentation at TASH Conference, Washington, D.C. (Adapted by Knoster from Enterprise Group, LTD.)

A philosophy . . .

a goal or aspiration.

expresses the beliefs and or the attitudes of developers.

names or describes a strategy for achieving the goal.

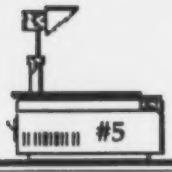
Identify a Vision

We believe . . .

all students can learn.

all students have the right to pursue an independent and productive lifestyle.

interactions between all students, regardless of culture, religion, or disability are necessary to foster positive attitudes.



Our Mission Statement . . .

We recognize that students enter our school with differing background, needs, and potentials. We recognize that our students learn at different rates and in different ways. Based upon these beliefs, we will provide learning experiences that promote and demonstrate:

decision-making and problem-solving skills,

proficiency in communication and academic skills,

respect for self, others and the environment, and

an appreciation for our American heritage, its ideals, and multi-cultural richness

Our Vision

Based on our beliefs and mission statement our VISION is a . . .

a school where differences are respected, attended to, and celebrated as opportunities for learning.

a school where everyone (students, faculty, staff, and administrators) is actively engaged in teaching and learning.

a school where a community of learners work together to achieve their goals.

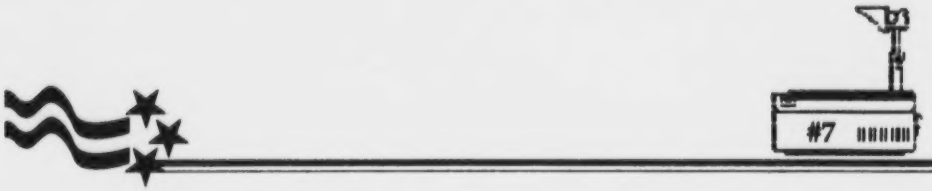
Creating a School Vision

Directions: Encourage all team members to examine and state their beliefs and values concerning the purpose of education. List all beliefs shared by the team. Based of the beliefs shared by the team, write a mission statement that clearly describes the function of the school. Finally, capture those beliefs and dreams in a VISION statement that describes what your school could look like in the future.

WE believe:

Based on our beliefs the mission for our school is:

Our VISION for the future is:



A need is...

the discrepancy between "what is" and "what could be."

Building a School Profile

Directions: Describe your school and surrounding community by providing the following information.

Section I-Community Information

Name of community: Anywhere, USA

Location of community: South Central USAs

Population (number and composition): 4,000; approximately 10% minority (Native American, Afro-American, Spanish speaking American) 1% migrant farm workers.

Principal Businesses/industry: Fox Creek Nuclear Power Plant, USD #194, Agriculture (cattle, wheat, corn, truck farming, apples, pecan, walnuts), National Guard, hospital, Puppet Factory, Collegiate Sportswear, Popcorn Factory

Shopping: Places, 2 hardware stores, limited specialty shops, liquor stores, grocery stores, farm store, discount store

Recreational opportunities: Recreational center, lakes (boating,swinning, skiing), swimming pool, soccer fields, baseball fields, 2 golf courses, Senior Citizens Center, bowling, Flint Hill Opera, travel, movie theater, skating

Public transportation:
Senior Citizen
Recreation Bus

Educational Facilities:
3 preschools (1 private)
1 elementary school
1 middle school
1 high school
1 junior college

Section II- School Information

Name of School: Anywhere Elementary **Grades Served:** K - 5, Early (3 -4 yrs)
Location: Center of town within walking distance of fast food restaurants and shops
Number of students (include composition): 485-500 (minority 10% - Native American, Afro-American, Spanish speaking American, 1% migrant farm worker children)
Professional/paraprofessional support:

5 cooks	2 counselors	5 custodians
1 principal	2 secretaries	2 music teachers
2 psychologists	1 SLP	2 PE teachers
1 nurse	1 vision consultant	22 reg. educ. teachers
5 SPED teachers	2 Chapter 1 teachers	
13 paraprofessionals	1 librarian	

Courses/subject areas/related services offered:

math	technology	independent study	science
reading	spelling	language arts	creative projects
PE/health	music/art	library	soc'l study/f'n
lang			

Inventory of classroom teaching practices:

Cooperative learning groups	Small group Instruction
Peer tutors	Individual instruction
Large group instruction	Field trips, special projects.

Behavior management strategies:
Students, with teacher guidance, develop clasroom practices on first day of school
Rules are posted in each classroom
School rules such as "quiet zone," "walk in the halls," etc. are also posted
Appropriate behavior role playing
Certificates for good citizen of the week, monthly for outstanding achievement
School mission statement:
We recognize that students enter our school with differing backgrounds, needs and potentional. We recognize that oour students learn at different rates and in different ways. Based on these beliefs, we will provide learning experiences that promote and demonstrate: decision making and problem solving skills; proficiency in communication and academic skills; respect for self, others and the environment; and an appreciation for our American heritage, its ideals, and multi-cultural richness.
Physical layout of the school:
Include a map of the school including use of all space and inventory of specialized equipment (computers, AV equipment,etc.). Indicate the typical or actual student and teacher/staff assignment to each space and the grade or subject matter typically taught in each space. Use the back of this page or include an additional page.

Section III-Student Information

Students identified as having a disability but NOT attending their *home school.

Age	Grade	Exceptionality	Attendance Center	Placement Reason
10	5	SED	Elementary	Alternative placement
4	pre	SLP	Elementary	Parent request
4	pre	SLP	Elementary	Parent request

***School the student would attend if he/she was not identified as having a disability.**

Students identified as having a disability and attending their home school.

Age	Grade	Exceptionality	% Reg. Class	Type of Support	Primary Placement Reason (if pull-out)
Pre(7)		Lang. delay	100%	Lang.development	
Pre(1)		ADD	100%	Behavior management	
Pre(1)		Speech/lang	100%	Artic. & language	
Pre(1)		Hearing Impaired	95%	Communication	Speechreading
Pre(1)		Physical Disabilities	100%	Physical independence	
	1(2)	Speech/lang	95%	Artic. & language	Articulation
	1(2)	Speech	95%	Articulation	Articulation
	1(1)	SED/ADD	100%	Academic/crisis	Crisis
	1(1)	HI	95%	Communicaton	Speechreading
	1(1)	SMR	95%	Social, Funct'l,Com.	Physical Therapy
	2(1)	SLD	100%	Reading recogn.	
	2(1)	Gifted	95%	Enrichment	Creative projects
	2(1)	SED	95%	Academic/coping	Counseling
	3(2)	MR	100%	Academic	
	3(4)	SLD	100%	Reading; Math; Written	
	3(3)	Gifted	95%	Enrichment	Creative projects
	3(1)	Speech/lang	95%	Language	Voice
	3(2)	MR	100%	Academic	
	4(5)	SLD	100%	Reading; Math; Written	
	4(2)	Speech/lang	95%	Language	Artic.; Fluency
	4(2)	MR	100%	Academic	
	4(1)	SMR	80%	Social, Funct'l,Com.	Community
	4(1)	Gifted	90%	Enrichment	Creat. Projects, Indep. Study
	5(7)	Gifted	90%	Enrichment	Creat. Projects,
	5(2)	MR	100%	Academic	Indep. Study
	5(3)	SLD	100%	Reading; Math; Written	
	5(1)	Speech/lang	95%	Language	Artic.

Building a School Profile

Directions: **Describe your school and surrounding community by providing the following information.**

Section I - Community Information

Name of community:

Location of community:

Population (number and composition):

Principal Businesses/industry:

Shopping:

Recreational opportunities:

Public transportation:

Educational Facilities:

Section II- School Information

Name of School: **Grades Served:**
Location:

Number of students (include composition):

Professional/paraprofessional support:

Courses/subject areas/related services offered:

Inventory of classroom teaching practices:

Behavior management strategies:

School mission statement:

Physical layout of the school: (include map on the back of this page)

Section III-Student Information

Students identified as having a disability but NOT attending their *home school.

Age	Grade	Exceptionality	Attendance Center	Placement Reason

*School the student would attend if he/she was not identified as having a disability.

Students identified as having a disability and attending their home school.

Age	Grade	Exceptionality	% Reg. Class	Type of Support	Primary Placement Reason (if pull-out)

The Inclusive School Checklist

Name of School: _____ Date: _____

Directions: Reflect on the typical activities that currenty exist in this school. Respond to each statement using the scale provided. Place a star next to the items that the team wishes to improve.

9 Always	8	7 Almost all the time	6	5 Most of the time	4	3 Some of the time	2	1 Never	0 Not Applicable

Always	No exceptions; occurs 100% of the time
Almost all of the time	Occurs 80-90% of the time; 1-2 exceptions /10 opportunities
Most of the time	Occurs 60-70% of the time; 3-4 exceptions/10 opportunities
Some of the time	Occurs less than 50% of the time; more than 5 exceptions/10
Never	Does not occur
Not applicable	Does not apply to this school

School Environment

All students with disabilities. . .

1. attend their neighborhood school.	9	8	7	6	5	4	3	2	1	0
2. follow the same routine for arrival and departure as other students.	9	8	7	6	5	4	3	2	1	0
3. eat with nondisabled peers in the cafeteria.	9	8	7	6	5	4	3	2	1	0
4. attend recess with nondisabled peers.	9	8	7	6	5	4	3	2	1	0
5. participate with peers in assembies, programs, and special events.	9	8	7	6	5	4	3	2	1	0
6. accompany nondisabled peers on field trips.	9	8	7	6	5	4	3	2	1	0
7. participate in school clubs and extra curricular activities with nondisabled peers.	9	8	7	6	5	4	3	2	1	0
8. are supported by a team of professionals.	9	8	7	6	5	4	3	2	1	0

Classroom Environment

All students with disabilities. . .

1. are assigned to class with same age nondiabled peers.	9	8	7	6	5	4	3	2	1	0
2. arrive in classroom for instruction at the same time as nondisabled classmates.	9	8	7	6	5	4	3	2	1	0
3. are seated in a location to facilitate learning. .	9	8	7	6	5	4	3	2	1	0
4. are seated where interactions with nondisabled classmates can easily be facilitated.	9	8	7	6	5	4	3	2	1	0

5. engage in classroom activities at the same time as nondisabled classmates.	9	8	7	6	5	4	3	2	1	0
6. make classroom transitions along with nondisabled classmates.	9	8	7	6	5	4	3	2	1	0
7. are expected to follow the same rules as nondisabled classmates.	9	8	7	6	5	4	3	2	1	0
8. participated in the same classroom routines as nondisabled classmates.	9	8	7	6	5	4	3	2	1	0

Instructional Design and Delivery

All students with disabilities. . .

1. have IEP objectives implemented in the regular education classroom.	9	8	7	6	5	4	3	2	1	0
2. have materials adaped to meet their needs.	9	8	7	6	5	4	3	2	1	0
3. use alternative communication modes if needed.	9	8	7	6	5	4	3	2	1	0
4. receive instruction with nondisabled peers in a variety of instructional arrangements.	9	8	7	6	5	4	3	2	1	0
5. enage in activities, intructional arrangements, and use materials that are age appropriate.	9	8	7	6	5	4	3	2	1	0
6. have classroom teachers take part in their instructional planning.	9	8	7	6	5	4	3	2	1	0
7. have classroom teachers take part in implementing their instruction.	9	8	7	6	5	4	3	2	1	0
8. have classroom teachers take part in evaluating their progress.	9	8	7	6	5	4	3	2	1	0

Peer Involvement

All students with disabilities. . .

1. are involved in peer tutoring activities with nondisabled peers.	9	8	7	6	5	4	3	2	1	0
2. participate with nondisabled peers on class projects, special assignments, and other classroom activities.	9	8	7	6	5	4	3	2	1	0
3. actively participate in cooperative learning activities with nondisabled peers.	9	8	7	6	5	4	3	2	1	0

Needs Assessment Analysis
~Determining Areas Of Need~
Example

Areas of need for the school, classroom, instruction, and peer involvement identified on the Inclusion Checklist, Building Profile and other informative sources are often related and can be grouped together for the purpose of prioritizing inservice needs.

Directions:
1. Determine building restructuring needs including:
   a. School Environment ~ List items rated (1) under Needs of School
   b. Classroom Environment ~ List items rated (1) under Needs of Classroom
   c. Instruction ~ List items rated (1) under Instructional Needs
   d. Peer Involvement ~ List items rated (1) under Needs of Peers
2. Prioritize overlapping needs under Priorities
3. Circle the number one priority for inservice training

Needs of School	Barriers	Needs of Classroom	Barriers	Student Needs II	Barriers	Instructional Needs IV	Barriers	Priorities
Attend recess with peers Participate in school clubs & extra curricular activities Have accessability in school building		Are seated where interactions with peers can easily be facilitated Engage in classroom activities at same time as classmates	1) late arrival; early dismissal due to bus schedule 2) adapting curriculum	Use alternative communication mode if needed Participate in data collection at least 1 time a week on IEP objectives Have instructional decisions made baseded on data taken on IEP objectives		Peer Interaction		Engage in classroom activities at same time as classmates

Needs Assessment Analysis
~Determining Areas Of Need~

Areas of need for the school, classroom, instruction, and peer involvement identified on the Inclusion Checklist, Building Profile and other informative sources are often related and can be grouped together for the purpose of prioritizing inservice needs.

Directions:
1. Determine building restructuring needs including:
   a. School Environment ~ List items rated (1) under Needs of School
   b. Classroom Environment ~ List items rated (1) under Needs of Classroom
   c. Instruction ~ List items rated (1) under Instructional Needs
   d. Peer Involvement ~ List items rated (1) under Needs of Peers
2. Prioritize overlapping needs under Priorities
3. Circle the number one priority for inservice training

Needs of School	Barriers	Needs of Classroom	Barriers	Student Needs	Barriers	Instructional Needs	Barriers	Priorities

Action Plan for Becoming an Inclusive School (Example)

I. Identification of the area and specific problems/issues: (20 minutes)

A. Complete the *Inclusive School Checklist* and the *School Profile*

B. Identify specific problems/issues the general area under which they fall

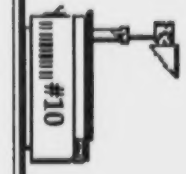
Specific problems/issues:	Area:
(1.) regular/spe collaboration	1. instructional
2. uniform discipline philosophy	2. school
3. peer tutors	3. instructional
4. communication network system	4. school
5. classroom funds	5. classroom

II. Explore Alternatives

A. Brainstorm as many solutions as possible in the given time: (10 minutes)

B. Indicate likelihood of occurrence, presuming occurrence, and the impact of occurrence.

Possible Solutions:	Likelihood	Impact
1. form - routing	(Low) 1 2 (3) 4 5 (High)	(Low) 1 (2) 3 4 5 (High)
2. mini meetings before school	(Low) 1 (2) 3 4 5 (High)	(Low) 1 (2) 3 4 5 (High)
3. students arrive 15 min. early 4/days leave 1 hr. early 1/day	(Low) 1 2 (3) 4 5 (High)	(Low) 1 2 3 (4) 5 (High)
4. 1 day/week - 1/2 hr meeting	(Low) 1 2 3 4 (5) (High)	(Low) 1 2 3 4 (5) (High)
5. computer network	(Low) 1 2 (3) 4 5 (High)	(Low) 1 2 3 (4) 5 (High)
6. Saturday meeting w/ reimburs	(Low) 1 (2) 3 4 5 (High)	(Low) 1 (2) 3 4 5 (High)



C. Arrive at a consensus on the best solutions: (15 minutes)

Remember: modifications can be suggested

1. 1 day a wk - 1/2 hr meeting
2. computer communication
3. students arrive 15 min. early 4/days, leave 1 hr early 1/day
4. reimbursement for teachers Saturday

IV. Selecting a strategy: (15 minutes)

A. Describe strategy to implement the solution identified above

1. Time slot will be identified in master schedule for a 30 minute meeting time one day per week.

2. Staff will be notified of day/time available.

3. Procedures for using time period will be drawn up by a committee of 4-6 faculty.

4. Staff coverage will be determined by principal.

V. Clarify the Strategy: (20 minutes)

Action to be taken (What)	Person Responsible (Who)	Begin/end Dates (When)	Where (Where)	Evaluation (How)
1. Master schedule	principal	9/20-9/23	office	monthly meetings held
2. Notify staff	principal	9/24-9/25	mail box	staff attendence
3. Set procedures	staff committee	9/30-10/07	conference room	written procedures
4. Identify relief staff	principal	9/24-9/30	school	classes covered
5.				

Action Plan for Becoming an Inclusive School

I. Identification of the area and specific problems/issues: (20 minutes)

A. Complete the *Inclusive School Checklist*

B. Identify specific problems/issues the general area under which they fall

Specific problems/issues:	Area:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

II. Explore Alternatives

A. Brainstorm as many solutions as possible in the given time: (10 minutes)

B. Indicate likelihood of occurrence, presuming occurrence, and the impact of the occurrence

Possible Solutions:	Likelihood	Impact
1.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)
2.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)
3.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)
4.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)
5.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)
6.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)

B. Arrive at a consensus on the best solutions: (15 minutes)

Remember: modifications can be suggested

1.
2.
3.
4.
5.
6.

IV. Selecting a strategy: (15 minutes)

A. Describe strategy(ies) to implement the solution(s) identified above

1.
2.
3.
4.
5.
6.

V. Clarify the Strategy(ies): (20 minutes)

Action to be taken (What)	Person Responsible (Who)	Begin/end Dates (When)	Where (Where)	Evaluation (How)
1.				
2.				
3.				
4.				
5.				
6.				

Inservice Development Outline
(Example)

Directions: **Use the following questions to develop a staff insevice plan. Place an X next to the response that best describes your inservice plans. Provide additional information in the blank spaces provided.**

Concern: **What prompted the need for the inservice:**
Staff request for training in using peers as tutors for students with diverse learning abilities.

1. **How do you plan to determine the need for inservice training?**

   _X_ A. **Formal assessment**
   ___ B. **Questionnaire**
   ___ C. **Informal information (specify:_____)**
   ___ D. **Observed behavior (specify:_____)**

2. **To whom are you planning to provide training? Check all that apply.**

   _X_ A. **General education staff**
   ___ B. **Special education staff**
   ___ C. **Students without diverse learning abilities**
   ___ D. **Support staff (specify:_____)**
   ___ E. **Related service staff (specify:_____)**
   ___ F. **Parents of students without diverse learning abilities**
   ___ G. **Parents of students with diverse learning abilities**
   ___ H. **School administrators**
   ___ I. **Others (specify:_____)**

3. **What is the general attitude of the intended audience toward the subject of the inservice training?**

   _X_ A. **Positive**
   ___ B. **Neutral**
   ___ C. **Negative**

4. **What is the primary purpose of the inservice?**

   ___ A. **Attitude change**
   _X_ B. **Increase knowledge**
   _X_ C. **Teach skill(s)**
   ___ D. **Facilitate implementation of a skill or skills**
   ___ E. **Evaluate implementation efforts**

5. **What is the overall goal? (What do you expect to do?)**

   train teachers to effectivelly use peer tutors

6. **What type of inservice format is planned?**

   ___ A. **Informal (1:1 talk or conference)**
   ___ B. **Presentation**
      ___ **1/2 hour**
      ___ **1 hour**
      ___ **2 hours**
   _X_ C. **Workshop**
      _√_ **1/2 day**
      ___ **1 day**
   ___ D. **Other (specify:_____)**

7. **List the major points to be made or content to be covered?**

   1. General information on peer tutoring for students with diverse learning abilities.
   2. How to choose peer tutors.
   3. How to train peer tutors to work with students with diverse learning needs.
   4. How to evaluate peer tutors.

8. **What type of media or materials will you need? Check all that apply.**

___ A. **Live presentation**
___ B. **Slides (specify:**_____
X C. **Video tape (specify:** Peer Interactions
X D. **Overheads (specify:** Series to include stragegies for peer tutoring
X E. **Guest speaker (specify:** P. Speaker
___ F. **Other (specify:**_____

9. **How will you evaluate your inservice training?**

___ A. **Short questionnaire (specify: verbal or written)**
X B. **Checklist (specify:** consumer satifaction survey
___ C. **Observation (specify:**_____
___ D. **Student change data (specify:**_____
___ E. **Other (specify:**_____

10. **When will the inservice occur?**

___ A. **Before school**
___ B. **After school**
X C. **During school day (specify:** morning
___ D. **Scheduled meeting (specify:**_____
___ E. **Other (specify:**_____

11. **Where will the inservice occur? Specify location.**
Middle School library

Inservice Development Outline

Directions: Use the following questions to develop a staff insevice plan. Place an X next to the response that best describes your inservice. Provide additional information in the blank spaces provided.

Concern: What prompted the need for the inservice:

1. How do you plan to determine the need for inservice training?

   ____ A. Formal assessment
   ____ B. Questionnaire
   ____ C. Informal information (specify:_____
   ____ D. Observed behavior (specify:_____

2. Who are you planning to provide training to? Check all that apply.

   ____ A. General education staff
   ____ B. Special education staff
   ____ C. Students without disabilities
   ____ D. Support staff (specify:_____
   ____ E. Related service staff (specify:_____
   ____ F. Parents of students without disabilities
   ____ G. Parents of students with disabilities
   ____ H. School administrators
   ____ I. Others (specify:_____

3. What is the general attitude of the intended audience toward the subject of the inservice training?

   ____ A. Positive
   ____ B. Neutral
   ____ C. Negative

4. What is the primary purpose of the inservice?

___ A. Attitude change
___ B. Increase knowledge
___ C. Teach skill(s)
___ D. Facilitate implementation of a skill or skills
___ E. Evaluate implementation efforts

5. What is the overall goal? (What do you expect to do?)

6. What type of inservice format is planned?

___ A. Informal (1:1 talk or conference)
___ B. Presentation
    ___ 1/2 hour
    ___ 1 hour
    ___ 2 hours
___ C. Workshop
    ___ 1/2 day
    ___ 1 day
___ D. Other (specify:_____)

7. List the major points to be made or content to be covered?

8. What type of media or materials will you need?
Check all that apply.

___ A. Live presentation
___ B. Slides (specify:_____)
___ C. Video tape (specify:_____)
___ D. Overheads (specify:_____)
___ E. Guest speaker (specify:_____)
___ F. Other (specify:_____)

9. How will you evaluate the inservice training?

___ A. Short questionnaire (specify:_____)
___ B. Checklist (specify:_____)
___ C. Observation (specify:_____)
___ D. Student change data (specify:_____)
___ E. Other (specify:_____)

10. When will the inservice occur?

___ A. Before school
___ B. After school
___ C. During school day (specify:_____)
___ D. Scheduled meeting (specify:_____)
___ E. Other (specify:_____)

11. Where will the inservice occur? Specify location.

Inservice Training Plan
Example

Audience: General Education Staff **Anticipated Number:** 50

Primary Purpose of Training: aquire information and skills for effective use of peer tutors

Date(s) of inservice: August 20 **Location of inservice:** Middle School

Media/materials needed: Videotape/VCR; Overhead/Screen

Overall Goal: **Train teachers so they can engage all students in classroom activities**

	Specific Objectives	Activities	Time Line	Evaluation
1.1	Describe assumptions of same age peer tutoring strategies	Video	8:00 - 8:20	Ask questions
1.2	Describe uses of same age peer tutoring discussion strategies	Lecture/Overhead	8:25 -8:35	Checklist/Group
2.1	Describe procedures for choosing peer tutors	Plan in small pre-assigned groups (10 groups of 5)	8:35 - 9:15	Each team will make a presentation
			break(15 minutes)	
2.1	Develop procedures for choosing peer tutors	Have participants use real lessons and students (provide example if needed)	9:30 - 10:30	each team will make a presentation
3.1	Debrief	Large group disscusion	11:00 - 11:30	Wrap up: Discussion & teacher Checklist (on inservice)

Inservice Training Plan

Audience: _____ **Anticipated Number:** _____

Primary Purpose of Training: _____

Date(s) of inservice: _____ **Location of inservice:** _____

Media/materials needed: _____

Overall Goal:

Specific Objectives	Activities	Time Line	Evaluation

References

Knoster, T. (1991). Presentation at TASH Conference, Washington, D.C..

Pre/Posttest

Directions: Please circle pre or post test before answering these questions. Then circle T if the answer is true or F if the answer is false.

T	F	1)	Change occurs when a dedicated group of individuals collaborate.
T	F	2)	The process of change creates anxiety without a clearly stated vision.
T	F	3)	A lack of knowledge of available resources to facilitate change increases frustration among faculty and staff.
T	F	4)	The process of change (moving from one way of doing things to a different way of doing things) takes about one year.
T	F	5)	The school administrator is responsible for determining needs of the faculty/staff to facilitate the process of change.
T	F	6)	An action plan organizes school priorities and provides a vehicle for determining inservice needs.
T	F	7)	Resistance to change is increased unless monetary incentives for implementing the change are provided.
T	F	8)	When planning the content of an inservice, consider the interests of the target audience.
T	F	9)	Evaluation of inservice training can be conducted through a variety of methods, however, the most thorough method is a questionnaire.
T	F	10)	A needs assessment is used to establish objectives for inservice training pertaining to classroom organization.

Trainee Notes

Module 6

Service Improvement Planning

Building Inclusive Schools

Innovative Practices that Support Students with Diverse Learning Abilities in Neighborhood Schools

Developed by the

Kansas Project for the Utilization of Full Inclusion Innovations for Students with Severe Disabilities

The Purpose of this Series

This series will: 1) promote the widespread use of promising, nationally recognized practices advocating fully inclusive education for students with diverse learning abilities in their neighborhood schools, and 2) provide an instructional package that promotes these promising practices through the unified effort of both regular and special education personnel.

University of Kansas
Schiefelbusch Institute for Life Span Studies
Kansas University Affiliated Program
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Module 6

Service Improvement Planning: Skills for Implementing Inclusive Schools

Trainer Guidelines

Developed by:

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1.0	Overview	1
2.0	Restructuring to Accommodate Change	2
3.0	Meeting Needs Through Inservice Training	18

1.0 OVERVIEW

1.1 Objectives

Service Improvement Planning Objectives
Page 1 - Trainee Workbook

The trainee will...

- ❑ *determine the building restructuring needs of special and general education professionals, related service professionals,paraprofessionals, parents, and others.*
- ❑ *identify methods of acquiring identified building needs.*
- ❑ *use a systematic process for delivery of inservice training to general and special education, related service professionals, parents, and paraprofessionals.*

1.2 Pretest

Optional - see Pre/Posttest Section

T#1

Service Improvement Planning Objectives

The trainee will...

determine the building restructuring needs of special and general education professionals, related service professionals,paraprofessionals, parents, and others.

identify methods of acquiring identified building needs.

use a systematic process for delivery of inservice training to general and special education, related service professionals, parents, and paraprofessionals.

2.0 Restructuring to Accommodate Change

2.1 Managing Change

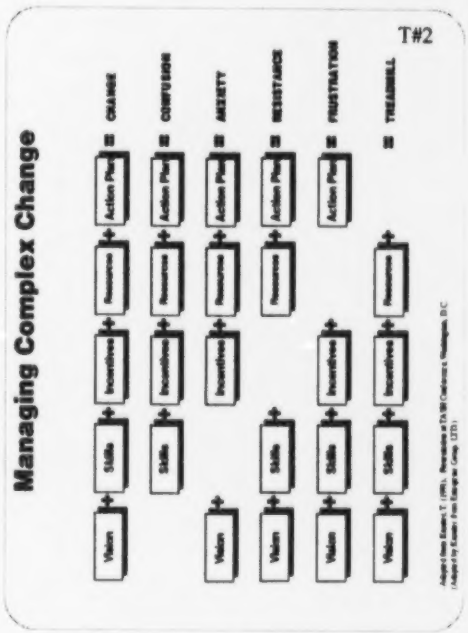
- *A primary force propelling school restructring is the need to prepare students for a productive life in an increasingly complex society. The decision to change is the first step. This module is designed to aid teams of individuals within a building plan change.*

- *There are not many words in the English language that evoke as much emotional response as the word "change." Some of these emotions are fear, acceptance, enthusiasm,reluctance, ambivalence, and resistance, both passive and active (Villa & Thousand, 1992).*

- *Change is not something that can be accomplished overnight, in a matter of a few days, weeks, or even months. Rather it is a process that takes time, sometimes even years, to accomplish.*

- *Change is highly personal. It is not about things, but is primarily about individuals and their beliefs and actions. Change affects people and is viewed differently by each individual and requires personal growth (Hall, & Hord, 1987).*

T#2 Managing Complex Change
Page 2 - Trainee Workbook



- *Managing complex change successfully requires that all essential elements be operational.*

  Change requires a vision: a written statement of what is to be accomplished.

  Change requires skills: the abilities or competencies necessary to accomplish the vision.

  Change requires incentives: something that motivates a person to take action.

  Change requires resources: people, materials, equipment, facilities, services, etc., that are available or can be made available, or are necessary to accomplish the vision.

  Finally, change requires an action plan: a document that identifies steps to achieving the vision, strategies for achieving the vision, resources needed for achieving the vision, time lines, and a method of evaluating the plan.

- *When any of the essential components are missing, undesirable emotional responses to change may occur.*

  For example, without a visio confusion typically results.

When the skills necessary to realize the vision are lacking individuals tend to become anxious.

When appropriate resources are not available frustration may follow.

Without a vision confusion develops.

Lack of a plan makes individuals feel that they are on a treadmill; moving but not getting any where.

- ❑ *The following guidelines and activities are provided to aid teams in identifying a restructuring vision, determining crucial staff skill needs, providing incentives, allocatin resources, and writing an action plan.*

2.2 Planning Based on a Vision

- ❑ *As student populations become more diverse and the number of students identified with diverse learning needs increases, the "traditional school model" is increasingly being questioned as an effective means of delivering educational services.*

- ❑ *In light of this, many schools are restructuring to accommodate the diverse abilities of students. To begin this process, identify the belief structure or vision of the school.*

- ❑ *Planning change based on a vision provides schools direction, forward momentum, and an opportunity to create innovative solutions to*

today's challenges.

A philosophy...
Page 3 - Trainee Workbook

- *A vision begins with a philosophy. A philosophy is a set of values, beliefs, and attitudes held by an individual or group, in this case, as it relates to the purpose of school, to guide one's conduct and thinking.*
- *A school's philosophy of its purpose forms the basis for the vision of that school.*
- *A philosophy . . .*

  is a goal or aspiration.

  expresses the beliefs and or the attitudes of the developers.

  names or describes a strategy for achieving the goal.
- *A vision that reflects the thinking, beliefs and values of the individuals who comprise the school underpins the school's restructuring efforts.*

Identify a Vision
Page 4 - Trainee Workbook

- *Beliefs and values held by the members a school community effect the goals identified. Common beliefsand values should be identified and shared for a common contribution.*

T#3

A philosophy...

a goal or aspiration.

expresses the beliefs and or the attitudes of developers.

names or describes a strategy for achieving the goal.

T#4

Identify a Vision

We believe . . .

all students can learn.

all students have the right to pursue an independent and productive lifestyle.

interactions between all students, regardless of culture, religion, or disability are necessary to foster positive attitudes.

T#5

Our Mission Statement . . .

We recognize that students enter our school with differing background, needs, and potentials We recognize that our students learn at different rates and in different ways. Based upon these beliefs, we will provide learning experiences that promote and demonstrate:

decision-making and problem-solving skills;

proficiency in communication and academic skills;

respect for self, others, and the environment; and

an appreciation for ourAmerican heritage, its ideals, and multi-cultural richness.

- *For example, some beliefs identified by one school in the process of restructuring include:*

  All students can learn.

  All students have the right to pursue an independent and productive lifestyle.

  Interactions between all students regardless of culture, religion, or disability are needed to develop positive attitudes.

Our Mission Statement
Page 5 - Trainee Workbook

- *The mission statement combines the beliefs and values of the creaters.*

  We recognize that students enter our school with differing backgrounds, needs and potentials. We recognize that our students learn at different rates and in different ways.

- *The mission statement also provides statments of intent.*

  Based upon these beliefs, we will provide learning experiences that promote and demonstrate:

  decision-making and problem-solving skills;

  proficiency in communication and academic skills;

  respect for self, others and the envi-

ronment; and an appreciation for the American heritage, its ideals, and multicultural richness.

Based on the beliefs. . .
Page 6 - Trainee Workbook

- *Based on the beliefs identified and the mission statement, the purpose or vision is established. Visions are detailed scenarios of "what could be".*

  The vision represents a picture of what we want to look like when we get there.

  Visons tell how things could to look in the future, not necessarily the right way to get there.

- *For example, the vision for one school in the restructuring process follows.*

  A school where differences are respected, attended to, and celebrated as opportunities for learning.

  A school where everyone, students, faculty, staff, and administration is actively engaged in teaching and learning.

  A school where a community of learners work together to achieve their goals.

- *The beliefs and mission statements are operationalized into the school's vision statement. The vision includes statements of what the school visualizes for the future.*

T#6

Our Vision

Based on our beliefs and mission statement our VISION is ...

a school where differences are respected, attended to, and celebrated as opportunities for learning.

a school where everyone (students, faculty, staff, and administrators) is actively engaged in teaching and learning.

a school where a community of learners work together to achieve their goals.

A#1

Creating a School Vision

Directions: Encourage all team members to examine and state their beliefs and values concerning the purpose of education. List all beliefs shared by the team. Based of the beliefs shared by the team, write a mission statement that clearly describes the task or function of the school. Finally, capture these beliefs and dreams in a VISION statement that describes what your school could look like in the future.

WE believe:

Based on these beliefs the mission for our school is:

Our VISION for the future is:

A#1

Creating a School Vision
Page 7 - Trainee Workbook

- ❑ *Each team will identify their beliefs and values, write a mission statement, state a vision for their school that encorporates the beliefs and the mission statement.*
- ❑ *Allow 30 minutes to complete this activity.*
- ❑ *Choose a representative from each team to present their "Vision."*

2.3 Identifying Skill Needs and Building Resources

T#7

T#7

A need is...

the discrepancy between "what is" and "what could be".

A need is. . .
Page 8 - Trainee Workbook

- ❑ *When planning for change, it is necessary to look at what currently exists and compare it to what is desired. The discrepancy between "what is" and "what could be" is considered a need.*

Needs can be identified through a process known as a "needs assessement. "

A needs assessment can aid the team in identifying the current skills of teachers and staff and resources of the school.

The team then compares skills and resources that are available within

the school to those needed to achieve the school's vision.

The team can the determine the gaps that exist between "what is" and "what could be."

- *The School Profile is useful to many schools gathering information to complete a needs assessment.*

T#8 Building a School Profile (Example)
Page 9-11 - Trainee Workbook

- *Information to develop a "School Profile" is gathered from observations of students, teachers, classroom, and school facilities. Interviews, and other supporting data,a are used that aid the team in drawing representative picture of "who we are."*

- *Section I describes the community that surrounds the school.*

  Information such as area population, median income, area businesses, schools, transportation, and recreational opportunities are detailed.

- *Section II includes information about the school, describing the staff, curricular, and physical resources.*

  It includes information on specific instructional methods and management strategies typically used by staff in the school.

  It also includes a statement of the school's mission.

Building a School Profile T#8

Section I - Community Information
Directions: Describe your school and the community by providing the following information.

Name of community: Anywhere, USA

Location of community: South Central USA

Population (number and composition): 4,000; approximately 10% minority (Native American, Afro-American, Spanish speaking American), approximately 1% migrant farm workers

Principal businesses/industry: Fox Creek Nuclear Power Plant, USD #194, Agriculture(cattle, wheat, corn, truck farming, apples, pecan, walnuts), National Guard, Hospital, Puppet Factory, Collegiate Sportswear, Popcorn Factory

Shopping: 2 hardware stores, limited specialty shops, liquor stores, grocery store, farm store, discoount store

Recreational opportunities: Recreational center, lakes (boating, swimming, skiing), swimming pool, soccer, softball, baseball fields, 2 golf courses, Senior Citizens Center, bowling, Flint Hill Opera, travel, movie theater, skating

Public transportation:
Senior citizen bus
Recreation center bus

Educational facilities:
3 preschools (1 private)
1 elementary school
1 middle school
1 high school
1 junior college

Section II- School Information
Describe your school by providing the following information:

Name of School: Anywhere Elementary **Grades Served:** K - 5, Early (3-4 yrs)
Location: Center of town within walking distance of fast food restaurants and shops
Number of students (include composition):
485-500 (minority 10% - Native American, Afro-American, Spanish speaking American)
(1% migrant farm worker children)
Professional/paraprofessional support:

5 cooks	2 counselors	3 custodians	
1 principal	2 secretaries	2 music teachers	
2 psychologists	1 SLP	2 PE teachers	
1 nurse	1 vision consultant	22 reg. educ. teachers	
5 SPED teachers	2 Chapter 1 teachers		
10 paraprofessionals	1 librarian		

Courses/subject areas/related services offered:

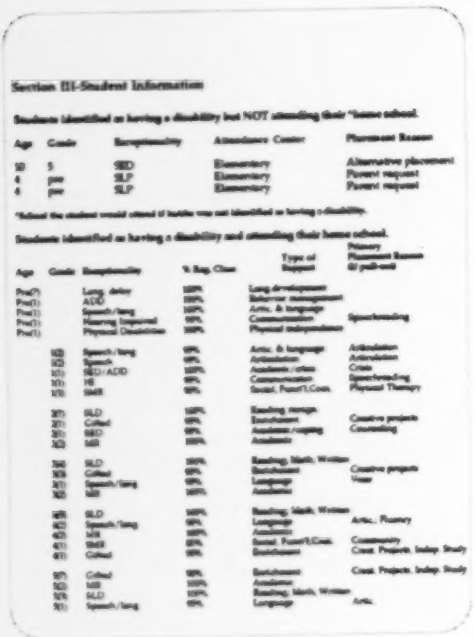
math	technology	independent study	science
reading	spelling	language arts	creative projects
PE/health	music/art	library	ecs/1 study/Fo lang

Inventory of classroom teaching practices:

Cooperative learning groups	Small group instruction
Peer tutors	Individual instruction
Large group instruction	Field trips, special projects

Behavior management strategies:
Students, with teacher guidance, develop classroom practices on first day of school
Rules are posted in each classroom
School rules such as "quiet zone," "walk in the halls," etc. are also posted
Appropriate behavior role playing
Certificates for good citizen of the week, monthly for outstanding achievement
School mission statement:
We recognize that students enter our school with differing backgrounds, needs and potentional. We recognize that our students learn at different rates and in different ways. Based on these beliefs, we will provide learning experiences that promote and demonstrate decision making and problem solving skills, proficiency in communication and academic skills, respect for self, others and the environment, and an appreciation for our American heritage, its ideals, and multi-cultural richness.
Physical layout of the school:
Include a map of the school including use of all space and inventory of specialized equipment (computers, AV equipment,etc.). Indicate the typical or actual student and teacher/staff assignment to each space and the grade or subject matter typically taught in each space. Use the back of this page or include an additional page.

BEST COPY AVAILABLE



Section III-Student Information

Students identified as having a disability but NOT attending their home school.

Age	Grade	Exceptionality	Attendance Center	Placement Reason
10	5	SED	Elementary	Alternative placement
4	pre	SLP	Elementary	Parent request
4	pre	SLP	Elementary	Parent request

*School the student would attend if he/she was not identified as having a disability.

Students identified as having a disability and attending their home school.

Age	Grade	Exceptionality	% Reg. Class	Type of Support	Primary Placement Reason for push-out
7?x5		Lang. delay	95%	Lang development	
7?x5		ADD	95%	Behavior management	
7x(1)		Speech/lang	95%	Artic. & language	
7x(1)		Hearing impaired	95%	Communication	Speechreading
7x(1)		Physical Disabilities	95%	Physical independence	
		Speech/lang	95%	Artic. & language	Articulation
		Speech	95%	Articulation	Articulation
		SED / ADD	95%	Academic / other	Crisis
		HI	95%	Communication	Speechreading
		BAB	95%	Social, Pysch'l,Com.	Physical Therapy
		SLD	95%	Reading, manage.	
		Other	95%	Enrichment	Creative projects
		SED	95%	Assistance/coping	Counseling
		HI	95%	Academic	
		SLD	95%	Reading, Math, Written	
		Other	95%	Enrichment	Creative projects
		Speech/lang	95%	Language	Voice
		BAB	95%	Academic	
		SLD	95%	Reading, Math, Written	
		Speech/lang	95%	Language	Artic., Fluency
		BAB	95%	Academic	
		Other	95%	Social, Pysch'l,Com.	Community
			95%	Enrichment	Coop. Projects, Indep. Study
		Other	95%	Enrichment	Coop. Projects, Indep. Study
		SLD	95%	Academic	
		SLD	95%	Reading, Math, Written	
		Speech/lang	95%	Language	Artic.

This section also describes the physical layout of the school, including the number of classrooms, storage space, rooms available for curricular needs such as a music room, art room, science lab, fifth grade classroom, etc.

The physical accessibility of the school can also be included in this section.

- ❑ Section III describes the student population of the school. It includes the number of students identified as in need of special education services, and the number of students who are not currently attending their home school.

A#2 Building A School Profile
Pages 12-14 - Trainee Workbook

A#2

Building a School Profile

Section I - Community Information

Directions: Describe your school and the community by providing the following information.

Name of community:

Location of community:

Population (number and composition):

Principal businesses/industry:

Shopping:

Recreational opportunities:

Public transportation:

Educational facilities:

- ❑ Note: Participants will need school enrollment, staffing information, map of school, student placement numbers, community data (typically obtainable from the Chamber of Commerce), a telephone book, and the school policy manual to complete this activity. This activity could also be given as a homework assignment.

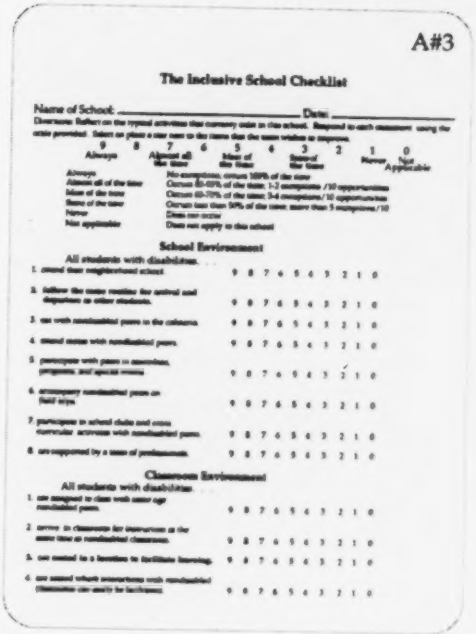
- ❑ Each team will complete the School Profile using the form provided. The information should describe what currently exists in the school and community. For participants that do not represent a specific school information could be provided.

- ❑ *Allow 45-60 minutes to complete this activity.*

- ❑ *Ask a representative from each team to present their Profile to the group. This is particularily useful when the teams are from the same school.*

- ❑ *Another tool used by many schools to gather information necessary to complete a needs assessment is the Inclusive School Checklist. This checklist was adapted from the Severely Handicapped Integration Checklist (Stainback & Stainback, 1985).*

  It is designed to help teams estimate the intensity of inclusive practices in the school environment, theclass-room environment, in instructional design and delivery, and with nondisabled peers.



A#3

The Inclusive School Checklist

Name of School: _____ Date: _____

Directions: Reflect on the typical activities that currently exist in this school. Respond to each statement using the scale provided. Select an place a star next to the items that the team wishes to improve.

9 Always | 8 | 7 Almost all the time | 6 | 5 Most of the time | 4 | 3 Some of the time | 2 | 1 Never | 0 Not Applicable

Always — No exceptions; occurs 100% of the time
Almost all of the time — Occurs 85-95% of the time; 1-2 exceptions / 10 opportunities
Most of the time — Occurs 65-75% of the time; 3-4 exceptions / 10 opportunities
Some of the time — Occurs less than 50% of the time; more than 5 exceptions / 10
Never — Does not occur
Not applicable — Does not apply in this school

School Environment

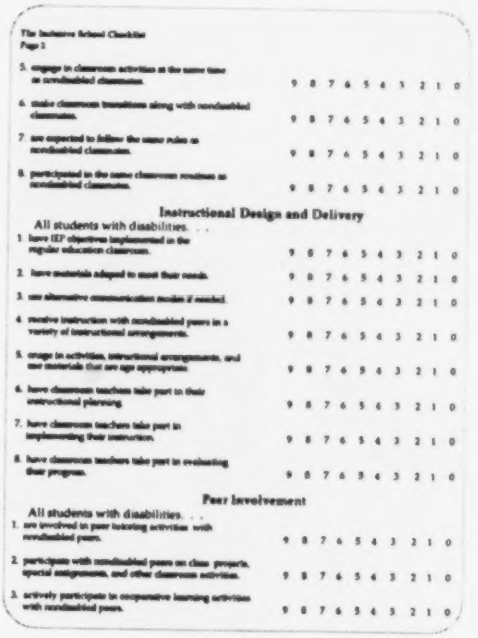
All students with disabilities...

1. attend their neighborhood school. 9 8 7 6 5 4 3 2 1 0
2. follow the same routines for arrival and departure as other students. 9 8 7 6 5 4 3 2 1 0
3. eat with nondisabled peers in the cafeteria. 9 8 7 6 5 4 3 2 1 0
4. attend recess with nondisabled peers. 9 8 7 6 5 4 3 2 1 0
5. participate with peers in assemblies, programs, and special events. 9 8 7 6 5 4 3 2 1 0
6. accompany nondisabled peers on field trips. 9 8 7 6 5 4 3 2 1 0
7. participate in school clubs and extra-curricular activities with nondisabled peers. 9 8 7 6 5 4 3 2 1 0
8. are supported by a team of professionals. 9 8 7 6 5 4 3 2 1 0

Classroom Environment

All students with disabilities...

1. are assigned to class with same age nondisabled peers. 9 8 7 6 5 4 3 2 1 0
2. arrive in classroom for instruction at the same time as nondisabled classmates. 9 8 7 6 5 4 3 2 1 0
3. are seated in a location to facilitate learning. 9 8 7 6 5 4 3 2 1 0
4. are seated where interactions with nondisabled classmates are easily facilitated. 9 8 7 6 5 4 3 2 1 0



The Inclusive School Checklist
Page 2

5. engage in classroom activities at the same time as nondisabled classmates. 9 8 7 6 5 4 3 2 1 0
6. make classroom transitions along with nondisabled classmates. 9 8 7 6 5 4 3 2 1 0
7. are expected to follow the same rules as nondisabled classmates. 9 8 7 6 5 4 3 2 1 0
8. participated in the same classroom routines as nondisabled classmates. 9 8 7 6 5 4 3 2 1 0

Instructional Design and Delivery

All students with disabilities...

1. have IEP objectives implemented in the regular education classroom. 9 8 7 6 5 4 3 2 1 0
2. have materials adapted to meet their needs. 9 8 7 6 5 4 3 2 1 0
3. use alternative communication modes if needed. 9 8 7 6 5 4 3 2 1 0
4. receive instruction with nondisabled peers in a variety of instructional arrangements. 9 8 7 6 5 4 3 2 1 0
5. engage in activities, instructional arrangements, and use materials that are age appropriate. 9 8 7 6 5 4 3 2 1 0
6. have classroom teachers take part in their instructional planning. 9 8 7 6 5 4 3 2 1 0
7. have classroom teachers take part in implementing their instruction. 9 8 7 6 5 4 3 2 1 0
8. have classroom teachers take part in evaluating their progress. 9 8 7 6 5 4 3 2 1 0

Peer Involvement

All students with disabilities...

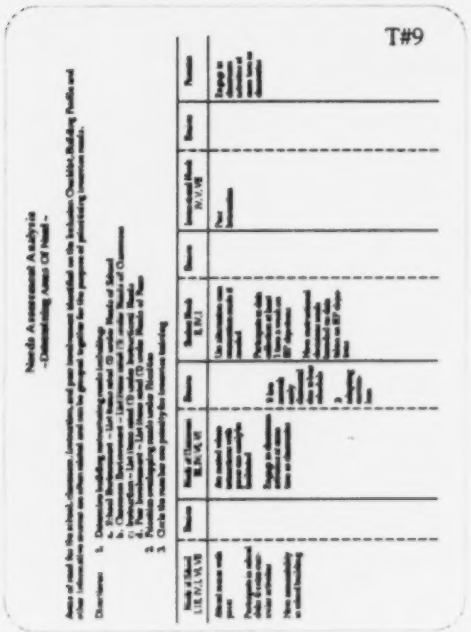
1. are involved in peer tutoring activities with nondisabled peers. 9 8 7 6 5 4 3 2 1 0
2. participate with nondisabled peers on class projects, special assignments, and other classroom activities. 9 8 7 6 5 4 3 2 1 0
3. actively participate in cooperative learning activities with nondisabled peers. 9 8 7 6 5 4 3 2 1 0

The Inclusive School Checklist
A#3 Pages 15 - 16 - Trainee Workbook

- ❑ *Each team will complete the Inclusive School Checklist. Team response should reflect what currently exists in the school and classrooms.*

  For participants that do not represent a specific school information could be provided.

- ❑ *Allow 15-20 minutes to complete this activity.*



2.4 Organizing and Prioritizing Needs

Needs Assessment Analysis (Example)
Page 17 - Trainee Workbook

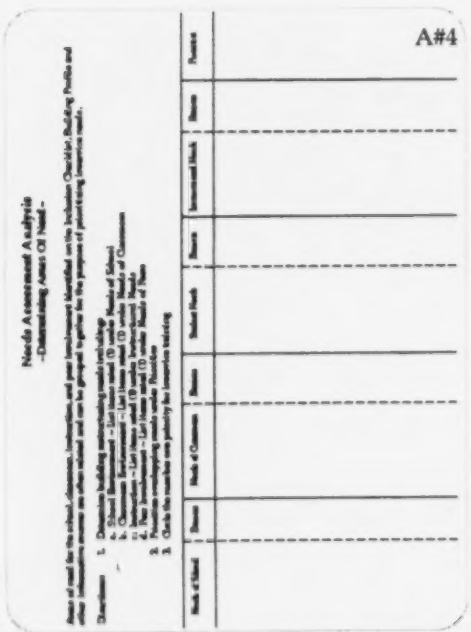
- *The Needs Assessment Analysis helps organize the information from the School Profile so areas of need are easily identified and can be prioritized.*
- *It is divided into four sections:*

  school needs

  classroom needs

  instructional needs, and

  student needs.
- *It is possible that some overlap will occur between categories. For example, if a school is to become an inclusive school, it is necessary that all students be provided the opportunity to participate in school activities such as special programs, field trips, clubs, etc. This could be targeted as a student need and/or an instructional need.*
- *After needs are listed, they are prioritized. Needs receiving top priority are targeted for action.*



Needs Assessment Analysis
Page 18 -Trainee Workbook

- *Participants may want to refer to **A#2 on pages 12-15** of the Trainee Workbook to complete this activity.*

- *Using the information from the School Profile and the Inclusive School Checklist identify the needs that will close the gap between "what is" (information taken from School Profile) and "what could be" (vision).*

- *Allow 30-45 minutes for this activity.*

- *Select a representative from each team to share the results of the activity.*

2.5 Planning for Action

- *After determining needs and establishing priorities, the next step is to develop an action plan.*

Action Plan for Becoming an Inclusive School (Example)
Page 19 - 21 - Trainee Workbook

- *The action plan is developed using specific problems/issues that are derived from the needs assessment.*

- *The example demonstrates the process of developing an action plan.*

- *The specific need identified as the top priority is "collaboration between regular and special education staff." This area of need was identified as an instructional need. Four additional*

needs, by rank, include: 2) overall disipline philosophy 3), peer teacher observations 4), communication among staff 5), and classroom funds.

- ❑ *The next step is to brainstorm solutions to each identified need in order of it's priority(use an additional form for each priority).*

  Each solution is then rated according to the likelihood of occuring and the impact it would have on the school. The scale ranges from 1, (a low likelihood of occurence or impact), to 5 (a high likelihood of occurrence and impact).

- ❑ *Next, based on the likehood of occurence and impact, the team must reach consensus on the top four solutions.*

  The solutions chosen in the example are priorized as: 1) 1 day a week - 1/2 hour meeting, 2) computer communication among staff,, 3) students arrive 15 minutes early 4 days a week, then leave 1 hour early on the fifth day (Friday) and 4) reimbursement for teachers for planning/ meeting time on Saturdays.

- ❑ *The next step is selecting a strategy. This step describes how the solution selected will be implemented. For example, a strategy for implementing the solution prioritized as number 1, conducting a 1/2 hour meeting 1 day a week for collaborative planning,*

follows:

1) *The principal will consult the master schedule to determine a 30 minute time period available 1 day a week.*

2) *The principal will notify staff.*

3) *Staff will design procedures to notify team members of meetings (includes who calls meeting, scheduling meeting, agenda setting, etc.)*

4) *The principal will identify individuals who are available to relieve teachers during this meeting time.*

- ❑ *The next section of the Action Plan clarifies the strategy by identifing "what," "who," "when," "where," and "how."*

- ❑ *(What)-The steps necessary to accomplish the strategy are broken out. In this example, the strategy (task), a 1/2 hour meeting one day a week, is clarified.*

  In the example, there are four actions necessary to accomplish the task:

  1) *review master schedule,*
  2) *notify staff,*
  3) *identify relief staff for teachers who are needed for meetings, and*
  4) *set procedures for scheduling meetings.*

A#5

Action Plan for Becoming an Inclusive School

I. Identification of the area and specific problem(s) chosen: (20 minutes)
A. Building A School Profile, and other data
B. Identify specific problem(s) from the general area under which they fall
Specific problem(s) chosen:
Area:
1. employee relationships
2. over disciplinary philosophy
3. poor teacher observation
4. system of communication
5. classroom climate
1. instructional
2. school
3. instructional
4. school
5. classroom

II. Explore Alternatives
A. Brainstorm as many solutions as possible in the given time: (20 minutes)
B. Indicate likelihood of occurrence, and promoting occurrence, the impact of the occurrence

Possible Solutions:

	Likelihood	Impact
1.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)
2.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)
4.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)
5.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)
6.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)
7.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)
8.	(Low) 1 2 3 4 5 (High)	(Low) 1 2 3 4 5 (High)

- ❑ *(Who)-Persons responsible for accomplishing each step identified above are identified.*

  In the example, the principal is responsible for reviewing the master schedule, notifying staff of meetings, and identifying relief staff. A committee composed of 4-6 faculty members is responsible for designing team meeting scheduling procedures.

- ❑ *(When)-Beginning and ending dates for each action are determined.*

  In the example, the principal begins reviewing the master schedule for a 30 minute meeting time on 9/20 to be completed by 9/23. Staff is notified on 9/24. The principal has from 9/24 - 9/30 to identify relief staff. The faculty committee has from 9/30 to 10/7 to design team meeting scheduling procedures.

- ❑ *(Where)- In the example, all actions take place in the school building.*

- ❑ *(How)-By what means will the team evaluate each of these actions.*

  In the example, the team will use the monthly staff meeting to discuss problems and determine ways to refine and fine tune the procedures.

A#5 **Action Plan for Becoming an Inclusive School (Form)**
Pages 22 - 24 - Trainee Workbook

- *Based on information collected from the needs assessment, each team will complete an action plan.*

  Identify specific problems/issues and the general area under which they fall.

  Explore alternatives and indicate the likelihood and the impact.

  Arrive at consensus on the best alternatives.

  Describe the strategy, and clarify the strategy.

- *Allow one hour to complete this activity.*

- *Have one representative from each team discuss their action plan.*

T#11

Inservice Development Outline
(Example)

Directions: Use the following questions to develop a staff inservice plan. Place an X next to the response that best describes your inservice plans. Provide additional information in the blank spaces provided.

Concern: What prompted the need for the inservice:
Staff request for training in using peers as tutors for students with diverse learning abilities.

1. How do you plan to determine the need for inservice training?

   X A. Formal assessment
   ___ B. Questionnaire
   ___ C. Informal information (specify:_____)
   ___ D. Observed behavior (specify:_____)

2. To whom are you planning to provide training? Check all that apply.

   X A. General education staff
   ___ B. Special education staff
   ___ C. Students without diverse learning abilities
   ___ D. Support staff (specify:_____)
   ___ E. Related service staff (specify:_____)
   ___ F. Parents of students without diverse learning abilities
   ___ G. Parents of students with diverse learning abilities
   ___ H. School administrators
   ___ I. Others (specify:_____)

3. What is the general attitude of the intended audience toward the subject of the inservice training?

   X A. Positive
   ___ B. Neutral
   ___ C. Negative

6. What is the primary purpose of the inservice?

   ___ A. Attitude change
   X B. Increase knowledge
   X C. Teach skill(s)
   ___ D. Facilitate implementation of a skill or skills
   ___ E. Evaluate implementation efforts

5. What is the overall goal? (What do you expect to do?)
   train teachers to effectively use peer tutors

6. What type of inservice format is planned?

   ___ A. Informal (1:1 talk or conference)
   ___ B. Presentation
      ___ 1/2 hour
      ___ 1 hour
      ___ 2 hours
   X C. Workshop
      X 1/2 day
      ___ 1 day
   ___ D. Other (specify:_____)

7. List the major points to be made or content to be covered?

   1. General information on peer tutoring for students with diverse learning abilities.
   2. How to choose peer tutors.
   3. How to train peer tutors to work with students with diverse learning needs.
   4. How to evaluate peer tutors.

3.0 Meeting Needs Through Inservice Training

3.1 Developing an Inservice Training Outline

- *Change creates new challenges within any structure or organization. As change occurs, the needs of the school and staff become apparent. Staff revitalization is alway necessary but may be underscored as schools welcome all students, regardless of disability, into the general education environment.*

- *Needs identified through the needs assessment process, that require an expanded knowledge bases or skill training for faculty and staff can be targeted for inservice training.*

T#11 Inservice Development Outline
Pages 25 -27 - Trainee Workbook

- *This outline is designed to organize information for inservice training.*

- *The first step is to indicate the issue that prompted the need for inservice training.*

  In this example, the third grade team decided to use a peer tutoring system for math facts and word recognition skills. They had not used peer tutors before and requested training. They were especially interested in learning to use peers as tutors for students with disabilities.

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- *To plan training to meet the specific needs of the staff, it is usually a good idea to follow up a training request with a request for more information.*

  This information will aid the person or persons planning the training to narrow the scope and content of the training.

  In the example, planners decided that a questionnaire (specifically a checklist) could provide information to narrow the focus of the training.

- *The next question asks who the target audience will be. This information is necessary for determining the technical content of the training. For example if parents are the primary audience, professional jargon should be kept to a minimum.*

  In the example, the general education staff (includes both special and regular education) are targeted. Inservice planners would know to include examples and suggestions useful to both special and regular educators.

- *The attitude of the audience toward the topic is sometimes useful information. The person who is conducting the inservice training needs to be aware of any hostility or anxiety the audience may be feeling toward the topic.*

  In the example, it was felt that there

8. What type of media or materials will you need? Check all that apply.

   ___ A. Live presentation
   ___ B. Slides (specify:_____)
   X C. Video tape (specify: Peer Interactions)
   X D. Overheads (specify: Series to include strategies for peer tutor)
   X E. Guest speaker (specify: P. Speaker)
   ___ F. Other (specify:_____)

9. How will you evaluate your inservice training?

   ___ A. Short questionnaire (specify: verbal or written)
   X B. Checklist (specify: consumer satisfaction survey)
   ___ C. Observation (specify:_____)
   ___ D. Student change data (specify:_____)
   ___ E. Other (specify:_____)

10. When will the inservice occur?

    ___ A. Before school
    ___ B. After school
    X C. During school day (specify: morning)
    ___ D. Scheduled meeting (specify:_____)
    ___ E. Other (specify:_____)

11. Where will the inservice occur? Specify location.
    Middle School library

was a positive attitude among staff concerning peer turoring training.

- *In the example, the planners decided, based on the information obtained on the questionnaire, to provide some basic information on peer training and also to plan time to teach the staff how to choose, train, and evaluate peer tutors.*

- *Knowledge of the training outcome or the purpose of the inservice will also help focus the training effort.*

- *The next question asks planners to state the overall goal of the inservice.*

  In the example,the planners' overall goal is to provide enough training so teachers can effectively engage all students in classroom activities.

- *An essential part of inservice development is to decide how the training will be delivered. This decisision should be based on the purpose and overall goal of the inservice training.*

  In the example, planners felt that a half day workshop was necessary to train skills in choosing, training, and evaluating peer tutors.

- *The major points to be covered during the training are listed in the next question.*

  The example lists four major topics:

1) *General information on class-wide peer tutoring.*

2) *How to choose peer tutors.*

3) *How to train peer tutors to work with students with disabilities.*

4) *How to evaluate peer tutors.*

❑ *Effective inservice training requires a variety of resources including materials and media equipment.*

Training planners need to decide what resources will be necessary to achieve the purpose and goal(s) of the training.

In the example, a video entitled Peer Interactions, a set of commerically prepared overheads entitled Series to Include Strategies for Cooperative Learning and Peer Tutoring, and a guest speaker are listed.

❑ *Evaluation is a major component of inservice training. Planners need to specify the method used to evaluate the impact of the training. This can be accomplished through a variety of means including: a questionnaire, a checklist, observation, student change data, or other specified means.*

In the example, training planners decided to use a simple one page consumer satisfation scale. They were interested in the participants' opinions regarding the design,

delivery, and value of the inservice.

- *The next question addresses when the inservice is to occur. The options listed include: before school after school, during the school day, at a previouslyscheduled meeting, or other.*

  In the example, the training planners learned from the questionnaire circulated (Question #1) that mornings were the most favored time for training.

- *The final question asks training planners to to specify where the training will occur.*

  In the example, the school library was choosen as the training site. The large tables in the library would be useful as teachers would be working in teams and a number of activities.

A#6

Inservice Development Outline

Directions: Place and X next to the response that best describes your inservice. Provide the information in the blank space provided.

Concern: What prompted the need for the inservice:

1. How do you plan to determine the need for inservice training?

   ___ A. Formal assessment
   ___ B. Questionnaire
   ___ C. Informal information specify:_____
   ___ D. Observed behavior (specify:_____

2. Who are you planning to provide training to? Check all that apply.

   ___ A. General education staff
   ___ B. Special education staff
   ___ C. Students without disabilities
   ___ D. Support staff (specify:_____
   ___ E. Related service staff (specify:_____
   ___ F. Parents of students without disabilities
   ___ G. Parents of students with disabilities
   ___ H. School administrators
   ___ I. Others (specify:_____

3. What is the general attitude of the intended audience toward the subject of the inservice training?

   ___ A. Positive
   ___ B. Neutral
   ___ C. Negative

Inservice Development Outline
A#6 Pages 28 - 30 -Trainee Workbook

- *Each team will complete an Inservice Development Outine. Use information obtained on the Needs Assessement (Activity #5).*

- *Allow 30 minutes to complete this activity.*

- *Choose a representative from each team to present their outline.*

3.1 Developing an Inservice Training Plan

T#12 Inservice Training Plan (Example)
Pages 31 - Trainee Workbook

- *Once the inservice training is outlined and planners have a rough idea of the scope and direction of the training a more detailed plan can be developed.*

- *This is an example of an inservice training plan developed from the Inservice Development Outline.*

- *Basic information such as audience, primary purpose of training, date(s) of inservice, location of inservice, and media/materials needed is taken from the Inservice Development Outline.*

  For the example, the audience is identified as the general education staff, anticipated number for the training is 50 participants.

  The primary purpose of training is to provide information and skill development in choosing, training, and evaluating peer tutors.

  The date and location of the training is August 20 at the Middle School library.

  Media/materials needed include a videotape, a VCR, an overhead projector, and a screen.

T#12

Inservice Training Plan
Example

Audience: General Education Staff — Anticipated Number: 50

Primary Purpose of Training: Share information and skills for effective use of peer tutors

Date(s) of Inservice: August 20 — Location of Inservice: Middle School

Media/materials needed: Videotape/VCR, Overhead/Screen

Overall Goal: Train teachers so they can engage all students in classroom activities

Specific Objectives	Activities	Time Line	Evaluation
1.1 Describe assumptions of same age peer tutoring strategies	Video	8:00 - 8:20	Ask questions
1.2 Describe uses of same age peer tutoring strategies	Lecture/Overhead	8:25 -8:35	Checklist/Group
2.1 Describe procedures for choosing peer tutors	Plan in small groups (10 groups of 5)	8:35 - 9:15	Each team will make a presentation
2.1 Develop procedures for choosing peer tutors	Have participants use real lessons and students (provide sample lessons if needed) Large group discussion	break!!! (mmmm) 9:30 - 10:30	each team will make a presentation
3.1 Debrief		11:00 - 11:30	Wrap up; Discussion & Teacher Check List (on inservice)

- *The overall goal is recorded next. This is also taken from the Inservice Development Outline.*

  In the example, the overall goal identified by trainers is to provide training to teachers to effectively engage all students in classroom activities.

- *The next areas covered in the Training Plan are specific objectives of the training, the activities designed to accomplish the objectives, the timelines to follow, and the method of evaluation.*

- *Inservice trainning plan-ners identified the following four participant objectives and related activites, timelines, and evaluation methods.*

  Objective 1 - describe assumptions behind and uses of same age peer tutoring strategies.

  The activities designed to accomplish this objective include a video combined with a lecture supplemented by overheads.

  It is estimated the video will take approximately 20 minutes with the accompanying lecture and overheads requiring approximately 15 minutes.

  Evaluation will consist of questions asked by the presenter and answered by the participants, a checklist to be completed by the participants and

group discussion is also planned.

Objective 2 - describe and develop procedures to choose peer tutors.

The activities planned include lecture and use of small grade level planning groups.

Groups will develop procedures for use in their classes with their students.

The time period for this objective is approximately 55 minutes.

Each group will present this component of their peer tutoring plan at the end of the workshop.

Objective 3 - describe and develop procedures to choose peer tutors.

The activities planned include lecture and use of small grade level planning groups.

Teams will develop procedures for use in their classes with their students.

The time required for this objective is approximately 55 minutes.

Each team will present this component of their peer tutoring plan at the end of the workshop.

Objective 3 - describe and develop procedures to train peer tutors.The

activities planned include lecture and use of small grade level plan ning groups. Teams will develop procedures for training tutors for use with their students.

The time required for this objective is approximately 60 minutes.

Each team will present this component of their peer tutoring plan at the end of the workshop.

Objective 4 - describe and develop procedures to evaluate peer tutors. The activities planned include lec ture and use of small grade level planning groups. Teams will develop procedures for training tutors for use with their students.

The time required for this objective is approximately 60 minutes.

Each team will present this component of their peer tutoring plan at the end of the workshop.

Objective 5 - present the process developed.

This requires each team to present using a large group format.

Thirty minutes was set aside for groups to present thier final product.

Evaluation is provided in the form of comments and suggestions from the whole group and the trainers.

Objective 6 - provide feed back to trainers on the design, delivery, and value of the inservice training.

This requires each participant tocomplete a one page consumer satisfaction scale.

Fifteen minutes was set aside for groups to present thier final product.

A#7 Inservice Training Plan
Pages 32 - Trainee Workbook

- ❑ *Use the Inservice Development Outline completed in **A#6**, to design an Inservice Training Plan.*
- ❑ *Allow 20 - 30 minutes to complete this activity.*
- ❑ *Choose a representative from each team to present their training plan.*

3.2 Post Test

Optional - see Pre/Post Test Section

Trainer Notes